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ABSTRACT

This book takes a case-based approach to ethical reflection of concern to special educators and other education professionals. After an introductory chapter, Chapter 2 is devoted to philosophical concerns surrounding the nature of moral philosophy and ethical deliberation. "Principle-based" and "virtue-based" moral theories are contrasted, and the role of the teacher in balancing these approaches is addressed. Chapters 3 through 5 each provide a brief discussion of a general issue, illustrating the issue in terms of specific cases and then discussing the cases in depth. General themes of these chapters are reflected in their titles: "Public Policy and the Mission of Special Education," "Institutional Demands and Constraints," and "Students and Parents as Sources of Obligation," respectively. Chapter 6 concludes the book, providing a brief discussion of the ethics of compromise and re-examining cases from preceding chapters in terms of the compromise issue. Appendices provide examples of specific professional ethical codes and a discussion of the role of religion in ethical deliberation. (PB)

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